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be said that the work is a survey of a single school, interpreted in terms of the aims of education, and the facts ascertained by a social survey of the school community undertaken at the same time. In chapter i twelve principles of efficiency are given which serve as a background for the work. The working of these principles demands a complete knowledge of all the factors having to do in any immediate way with the operation of the school, because the working aim of the school must be a result of the aims of education and the conditions which affect the school.

Chapter ii gives in considerable detail the results of the social survey. Analysis is made of the community by race, sex, age, marital stability, illiteracy, housing conditions, occupations, mortality and health, home life, racial traits, etc. Chapter iii presents the facts concerning pupilage. Instability of the school population, attendance, absence and non-promotion, school progress, and subnormal pupils are discussed. Chapter iv deals with attainments, as determined by standardized educational and intelligence tests.

In chapter v recommendations based on the aims of education, as modified by the community conditions, are made. For example, the school population is largely dependent upon the daily wage of the unskilled laborer, resulting in pupils leaving school on arriving at legal working age. The school should meet this situation (1) by adjusting its work to the probable length of schooling; (2) by retaining children until they have shown an interest in, and some adaptability for, a line of work; (3) by being prepared to advise as to particular employments; and (4) by supervision over children so placed until they have become established. Likewise, suggestions as to means of improving other community conditions are made. Chapter vi deals more specifically with ways and means of adjusting the school to the needs of pupils, assuming no increase of funds or radical modification of the plant. Chapter vii outlines a plan of reorganization, assuming certain specified changes among which are increase of funds and a different conception, on the part of the staff, of the aims of education.

The plan is admirable, and has been well executed. The work is suggestive of the activities a school should undertake in a community in which, on the whole, social standards are deplorable.

The village school survey in Minnesota.—The general purpose of a school survey is to gather a reliable body of concrete data concerning the operation and results of a school system, which may in turn be used for a diagnosis of the work of the school and the formulation of a series of recommendations for constructive improvement of the weaknesses disclosed. A recent survey has added to this general purpose a second one, namely, the planning and carrying out of a survey by a class in educational administration for the sake of the training given. The survey¹ of the Arlington, Minnesota, schools was planned

¹ J. B. SEARS and others, *The Arlington School Survey*. "Bulletin of the University of Minnesota," Vol. XXIV, No. 28. Minneapolis: University of Minnesota, 1921. Pp. 58.

and carried out by a staff consisting of the instructor and members of a class in the University of Minnesota. It exemplifies both of the purposes mentioned above.

The survey consists of three general divisions. In the first division the school problems of the community are carefully reviewed. The situation in Arlington, a town of 840 inhabitants, and three of the adjacent rural districts is analyzed, and the essential educational needs of such a rural community are outlined.

Part II gives the main body of the survey. It presents data regarding the plan of education, the curriculum, time distribution among the different subjects, attendance, retardation, teaching staff, buildings and equipment, educational tests, and the financing of the schools. The report is in the form of an abstract of the complete data turned in by members of the class, giving only the summarized tabulations. These are, for the most part, presented in simple, non-technical terms, which make a readable report for the average man who pays the taxes.

Throughout this section of the report the method of using standards of general practice is employed, comparative data being supplied from thirty-two similar communities in the state. The report does not appear to be entirely consistent in its use of this method. For example, the statement that "the allotment for spelling is somewhat lower than the average for the other schools, but, according to the best standards, is still too high" (p. 21), makes the reader question the value of the criteria selected. Again we read:

All the high-school teachers in Arlington are college graduates, which means that they have about eight years' training beyond the eighth grade. This amount of training compares favorably with the training received by high-school teachers in general throughout Minnesota, but if we compare it with the amount received by teachers in cities of from 30,000 to 100,000 population in the United States, the Arlington high-school teachers are about $\frac{1}{4}$ year below [p. 28].

If the survey staff is intending to use the criterion of general practice for comparison, it would certainly seem more justifiable to compare Arlington with "high-school teachers in general throughout Minnesota" than with "cities of from 30,000 to 100,000 population in the United States."

Part III of the survey is devoted entirely to the remedy needed, which, in the view of the survey staff, seems to be a consolidated form of organization. The discussion is typical of the general treatment of consolidation.

The conclusion regarding the quality of the Arlington schools is given as follows:

Speaking in general terms, the plain facts with which we have dealt in this survey fully warrant the statement that these schools are as poor as any that have yet been surveyed in the United States, unless it be schools for colored children in certain southern states. And when we say this we are saying that they are very, very poor. This is a disagreeable statement to make, but it is a true one, and must be made if we face the facts here reported [p. 50].

In view of this general condemnation and the fact that the data of the survey show many defects quite independent of the system of organization, the reader is inclined to question the validity of the assumption that reorganization in the form of a consolidated district would solve the problem. In fact, such matters as poor teaching, inadequate supply of materials, low standards of work, and a poorly organized curriculum might still exist. Consolidation may be the first step, but certainly the impression should not be given that other defects in the work of the school will disappear with the present form of organization without very serious additional effort.

As a method of giving training in school administration, the plan is doubtless excellent where the facilities can be adequately supplied.

The zone plan of supervision.—The interest in supervision and the development of supervising functions have been greatly stimulated and furthered by the recent literature on supervision of instruction. The literature up to the present time has dealt for the most part with the principles underlying supervision and the technique of doing the work. One of the necessary phases of the development of supervision is that of measuring its true worth in concrete terms. It is to contribute to this phase of the literature on the subject that Mr. Pittman has presented an account¹ of the zone plan of supervision which he carried out in a rural-school situation.

Mr. Pittman gives a very clear statement of the problem and describes in careful detail the conditions under which the experiment was made. He gives an exact account of the scientific method involved and the technique employed in administering the experiment. The results of his undertaking are presented in statistical tables that are carefully prepared and easy to interpret, and by descriptive discussions of the less objective measures that are not standardized and yet valuable. The significance of the results and the principles involved in the zone plan are ably discussed in the closing chapters.

The book will be a very valuable help to both rural- and city-school supervisors in delimiting their supervisory undertakings, in planning definite attacks upon the problems involved, and in measuring the results of their work concretely. It will be especially helpful to those administrative officers who can give only a part of their time to the actual supervision of instruction.

There is one criticism to be offered of the account that Mr. Pittman gives of his experiment, and that is the failure to discriminate between the administrative activities that he performed in connection with his supervision of the work of the teachers in the classrooms. Mr. Pittman made a very definite and successful attempt to get into vital social contact with the children and the parents outside of the classrooms. This is a very worth-while thing to do, and it no doubt contributed to the success of the supervisory performances. This phase of the experiment, however, is purely administrative and does not

¹ MARVIN SUMMERS PITTMAN, *The Value of School Supervision*. Baltimore: Warwick & York, Inc., 1921. Pp. x+129.